

North Hill House School: Art Curriculum Overview

Empowering futures: learning for life beyond school

	AO1 Developing ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding. <i>Finding out about artists and using them to inspire you</i>
	AO2 Develop ideas through experimenting and selecting appropriate resources, media, materials, techniques, and processes. <i>Experimenting with media and techniques and improving your skills and visual ideas so you can devise a final idea</i>
	AO3 Record ideas, observations and insights relevant to their intentions in visual and/ or other forms. <i>Thinking about the theme, making observations, and collecting resource material</i>
	AO4 Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate. Making connections between visual, written, oral and other elements. <i>Complete relevant and intentional piece</i>

	Academic Year 2025-2026					
	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic	Drawing	Painting	Sculpture	Photography	Textiles	Crafts / Historical topic
KS1 Years 1/2	<p>AO1 Artists: Chosen by the teacher in the interests of the students.</p> <p>AO2/AO3 Outcomes Year 1:</p> <ul style="list-style-type: none"> - I can use a variety of materials to create artwork, Crayons, Markers, pencils, colouring pencils - I can draw simple shapes and patterns - I can express my ideas and feelings through drawing - I can evaluate my artwork and make choices what to do next <p>Outcomes Year 2:</p> <ul style="list-style-type: none"> - I can draw recognizing from observation with some rendering using, lines shapes and simple shading - I can use different grades of pencil - I can use a range of colour pencils and blend them. - I can use a wider range of materials creatively such as pastels, chalks, charcoal 	<p>AO1 Artists: Chosen by the teacher in the interests of the students.</p> <p>AO2/AO3 Outcomes year 1 :</p> <ul style="list-style-type: none"> - I can identify and name the primary colours - I can experiment with different painting tools – Fingers, sponges and fingers - I can create different textures and patterns in paint - I can express my ideas using painting - I can begin to evaluate my own paintings. <p>Outcomes Year 2:</p> <ul style="list-style-type: none"> - Mix primary colours to create secondary colours - I can use different techniques to apply paint - I can paint on a variety of surfaces - I can describe what I see in famous paintings - I can evaluate my paintings 	<p>AO1 Artists: Chosen by the teacher in the interests of the students.</p> <p>AO2/AO3 Outcomes Year 1:</p> <ul style="list-style-type: none"> - I can use a range of materials to create a simple sculpture - I can shape and model materials using my hands and basic tools (rolling, pressing, pinching) - I can add texture to my sculptures - I can talk about my sculptures - I can add patterns to my sculptors <p>Outcome Year 2:</p> <ul style="list-style-type: none"> - I can use a variety of materials to create 3D sculptures - I can shape, join and build - I can add textures and details to my sculptures - I can plan my sculpture by sketching idea first - I can talk about my sculpture 	<p>AO1 Artists: Chosen by the teacher in the interests of the students.</p> <p>AO2/AO3 Outcomes Year 1:</p> <ul style="list-style-type: none"> - I can use a camera to take photographs - I can explore different angles and viewpoints - I can describe what I see in a photographs - I can use photographs to tell a story - I can compare old and new photographs <p>Outcomes Year 2:</p> <ul style="list-style-type: none"> - I can use a camera to take photographs with a clear subject - I can experiment with different lighting conditions - I can edit my photographs using simple tools - I can create a sequence of photographs to tell a story - I can evaluate my photographs 	<p>AO1 Artists: Chosen by the teacher in the interests of the students.</p> <p>AO2/AO3 Outcomes Year 1:</p> <ul style="list-style-type: none"> - I can identify the name of different types of fabric - I can use a simple tool to manipulate fabric - I can create a simple pattern and design - I can talk about the textures and feelings of different fabrics - I can make simple textiles produce <p>Outcomes Year 2:</p> <ul style="list-style-type: none"> - I can safely use and explore a variety of textiles, such as fabrics and threads, to create different textures and patterns. - I can cut and shape fabric using scissors or snips to create simple shapes and designs. - I can decorate textiles by adding colour, patterns, or embellishments like beads or buttons. 	<p>AO1 Artists: Chosen by the teacher in the interests of the students.</p> <p>AO2/AO3 Outcomes:</p> <ul style="list-style-type: none"> - I can use a variety of materials to create simple sculptures and explore basic shapes and textures. - I can experiment with printing techniques to create repeating patterns. - I can cut, tear, and arrange materials to make collages and begin basic weaving. - I can mix colours and explore different textures intentionally in my artwork. - I can talk about my own and others’ artwork, explaining simple artistic choices. - <p>Outcomes year 2:</p> <ul style="list-style-type: none"> - Experiment with tools and materials to create purposeful textures. - Mix secondary colours, shades, and tones to achieve specific effects. - Build simple 3D structures using various materials and basic joining techniques.

	<ul style="list-style-type: none"> - I can discuss and evaluate my work 				<ul style="list-style-type: none"> - I can use simple techniques like knotting, twisting, or plaiting to change and modify threads and fabrics. - I can describe my textile work using basic artistic vocabulary like texture, pattern, and colour. 	<ul style="list-style-type: none"> - Refine weaving and collage skills by creating balanced compositions with pattern and layering. - Use basic artistic vocabulary to evaluate their own and others' artwork. -
Lower KS2 Years 3/4	<p>AO1 Artists: Chosen by the teacher in the interests of the students.</p> <p>AO2/AO3 Outcomes year 3</p> <ul style="list-style-type: none"> – Use sketchbooks to record observations and develop ideas through initial sketches. – Experiment with different drawing media (pencils, charcoal, pastels, ink) to create varied marks and textures. – Apply shading techniques to show tone, light, and shadow, enhancing the sense of form and depth. – Draw from direct observation, identifying and using simple geometric shapes to construct objects accurately. – Use appropriate art vocabulary to describe and evaluate their own and others' drawings, focusing on tone, texture, and shape. <p>Outcomes Year 4</p> <ul style="list-style-type: none"> - Create detailed observational drawings with accurate proportion and scale. 	<p>AO1 Artists: Chosen by the teacher in the interests of the students.</p> <p>AO2/AO3 Outcomes year 3</p> <ul style="list-style-type: none"> - Develop increasing control and precision when painting details, lines, and edges of shapes. - Understand and use different paintbrushes and painting equipment for specific effects. - Mix secondary and tertiary colours, including shades and tones, to create a varied colour palette. - Experiment with different painting effects and textures, such as blocking colour, washes, and thickened paint. - Explore and apply elements of other artists' styles and techniques in their own paintings. <p>Outcomes Year 4</p> <ul style="list-style-type: none"> - Paint with sensitivity and control, applying appropriate amounts of paint to the surface. 	<p>AO1 Artists: Chosen by the teacher in the interests of the students.</p> <p>AO2/AO3 Outcomes year 3</p> <ul style="list-style-type: none"> – Use basic techniques to construct 3D forms – Add intentional textures and patterns to surfaces using tools – Plan designs through preparatory sketches in sketchbooks, exploring shapes and refining ideas before sculpting – Evaluate sculptural choices using vocabulary like form, texture, and balance to discuss improvements. – Explore connections to artists' styles (e.g., abstract forms, recycled materials) and apply techniques in their own work <p>Outcomes Year 4</p> <ul style="list-style-type: none"> - Pupils plan and develop sculpture ideas through preparatory sketches and 	<p>AO1 Artists: Chosen by the teacher in the interests of the students.</p> <p>AO2/AO3 Outcomes year 3</p> <ul style="list-style-type: none"> - Understand the basic functions of a camera and practice operating it to take simple photographs. - Explore framing and composition by experimenting with different viewpoints and subject placements. - Use photography to record observations from their environment, focusing on capturing clear and focused images. - Begin to discuss and describe their photographs using simple photographic vocabulary such as focus, light, and angle. - Use sketchbooks or journals to plan photo projects, record ideas, and reflect on their photographic work. 	<p>AO1 Artists: Chosen by the teacher in the interests of the students.</p> <p>AO2/AO3 Outcomes year 3</p> <ul style="list-style-type: none"> - Join fabrics using a range of hand stitches with increasing independence (e.g., running stitch, backstitch). - Decorate textile products by adding embellishments such as buttons, beads, and sequins. - Cut fabric shapes accurately using templates and scissors. - Use simple patterns to plan and make textile products, understanding basic design criteria. - Evaluate their textile work, discussing how well their product meets the design brief and suggesting improvements. <p>Outcomes year 4</p> <ul style="list-style-type: none"> - Select and use appropriate fastenings for function and decoration. - Design textile products with clear criteria including size and materials. 	<p>Abstract art</p> <p>AO1 Artists</p> <p>AO2/AO3 Outcomes</p> <ul style="list-style-type: none"> - Experiment with shapes, lines, colours, and patterns to create non-representational (abstract) artwork. - Use sketchbooks to explore and record ideas, experimenting with different materials and techniques for abstract effects. - Develop control over tools and materials to create varied textures and marks that express mood or movement. - Discuss and describe their abstract artwork using simple art vocabulary such as shape, colour, pattern, and texture. - Explore the work of abstract artists and use these as inspiration to create their own original abstract pieces. <p>Pop Art Outcomes year 4:</p> <ul style="list-style-type: none"> - Recognise and describe key features of Pop Art and its famous artists. - Create artworks using repeated images and bold colour contrasts. - Use printmaking techniques to produce repeated patterns.

	<ul style="list-style-type: none"> - Use advanced shading techniques (cross-hatching, stippling) to depict light, shadow, and texture. - Identify and draw negative space to improve composition and spatial awareness. - Experiment with mixed media to enhance line, pattern, and texture effects. - Use technical vocabulary to evaluate and critique their own and others' artwork. 	<ul style="list-style-type: none"> - Use different types of paints, understand their properties, and know when to apply them. - Mix primary, secondary, complementary, and contrasting colours confidently to create varied palettes, including tints and shades. - Experiment with a range of brush techniques and painting effects such as blocking in colour, washes, thickened paint, and texture creation. - Use colour purposefully to convey mood and atmosphere and develop paintings from preliminary studies and sketches. 	<p>models, considering materials and construction methods.</p> <ul style="list-style-type: none"> - Pupils create surface patterns and textures intentionally using a variety of tools on malleable materials. - Pupils analyse natural and man-made forms for inspiration and incorporate organic shapes into their sculptures. - Pupils join materials securely using advanced techniques such as scoring, blending, and adhesives to build stable 3D forms. - Pupils evaluate their own and others' sculptures using appropriate technical vocabulary and suggest ways to improve their work. 	<p>Outcomes year 4</p> <ul style="list-style-type: none"> - Take photographs using framing and viewpoint techniques to create balanced images. - Use light and focus effectively to improve photo clarity and mood. - Edit photos by adjusting brightness, contrast, and applying basic filters. - Discuss and evaluate photographs using visual elements like composition and lighting. - Plan and create a themed series of photographs applying learned skills. - 	<ul style="list-style-type: none"> - Create accurate templates and cut fabric precisely. - Sew fabrics neatly using small, regular stitches. - Evaluate textile products and suggest improvements. 	<ul style="list-style-type: none"> - Incorporate words and comic-style dots in artwork inspired by Pop Art. - Design bright, graphic images based on popular culture icons.
Upper KS2 Years 5	<p>AO1 Artists: Chosen by the teacher in the interests of the students.</p> <p>AO2/AO3 Outcomes</p> <ul style="list-style-type: none"> – Draw with confident awareness of 2D and 3D geometric forms, accurately representing shapes and objects. – Blend tones smoothly from light to dark using controlled pressure to differentiate between sketching and rendering. – Independently select and experiment with a variety of drawing media, including those that are harder to control, to express ideas. – Use sketchbooks to record observations, develop ideas, and experiment with 	<p>AO1 Artists: Chosen by the teacher in the interests of the students.</p> <p>AO2/AO3 Outcomes</p> <ul style="list-style-type: none"> – Demonstrate care and responsibility when handling painting tools and equipment. – Paint neatly and carefully, controlling the amount of paint and using water to preserve finer details. – Confidently mix and use primary, secondary, complementary, and harmonious colours, including tints and shades, to create atmosphere and light effects. – Experiment with expressive painting techniques such as varied brushstrokes, 	<p>. AO1 Artists: Chosen by the teacher in the interests of the students.</p> <p>AO2/AO3 Outcomes</p> <ul style="list-style-type: none"> - Use sketchbooks to develop ideas, considering materials, structure, and joining methods (e.g., clay slabs, coils, or recycled materials). - Construct stable 3D forms by scoring, blending, and layering clay, ensuring secure joins and intentional textures. - Experiment with tools to carve, imprint, or layer materials (e.g., papier-mâché or wire) to add detail and visual interest. - Assess sculptures for stability, craftsmanship, and aesthetic impact, incorporating feedback to improve outcomes - Study artists like Alexander Calder (wire sculptures) or contemporary sculptors, 	<p>AO1 Artists: Chosen by the teacher in the interests of the students.</p> <p>AO2/AO3 Outcomes</p> <ul style="list-style-type: none"> - Experiment with framing techniques (e.g., rule of thirds, leading lines) to create balanced photographs of people, objects, or landscapes - Adjust natural/artificial lighting and camera focus to enhance clarity, mood, or dramatic effects in images - Use basic software tools to crop, adjust brightness/contrast, or apply filters to refine photographs - Describe how composition, lighting, and subject choice contribute to a photo's message or mood 	<p>AO1 Artists: Chosen by the teacher in the interests of the students.</p> <p>AO2/AO3 Outcomes</p> <ul style="list-style-type: none"> - Design textile products using pattern pieces and seam allowances. - Create functional textiles by cutting, joining, and decorating fabrics accurately. - Use advanced stitches to join fabrics securely and add decoration. - Evaluate textile products against design criteria and refine work. - Explore cultural or historical textile designs and apply related techniques. - 	<p>AO1 Artists: Chosen by the teacher in the interests of the students.</p> <p>Impressionism</p> <p>AO2/AO3 Outcomes</p> <ul style="list-style-type: none"> - Identify how Impressionist artists use light, colour, and brushstrokes. - Mix and apply colours to create atmospheric effects. - Paint landscapes using quick, textured brushstrokes. - Evaluate how light influences mood and colour choices. - Create an Impressionist-inspired artwork and explain their choices.

	<div>techniques, annotating their work for learning.</div> <div>– Analyse and evaluate their own and others’ drawings using appropriate artistic vocabulary, making constructive suggestions for improvement</div>	<div>combining media, and adding texture to enhance their work.</div> <div>– Use sketchbooks to record observations, develop ideas, and research artists, applying learned techniques to their paintings.</div>			<div>drawing inspiration for material choices and forms</div>	<div>- Plan and produce a short sequence of images on a chosen topic (e.g., nature, community), applying learned techniques</div>								
	Animal Art					Colour Creations					What’s in a Building?			
Year 6 (transition year)	Students to think about ways to be imaginative with natural materials and the importance of caring for our local environment. Students to explore how animals are portrayed in the American, Indian and African culture.	Students to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They use a range of materials creatively to design and make products and apply their experience of materials.	To compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. Students to create sketch books to record their observations	Students to create individual teacher led final project piece inspired by how animals are portrayed in the American, Indian and African culture. To design a Christmas card for the NHH Christmas card competition		Pupils explore familiar objects from different viewpoints as the starting point for their work. They learn about the ideas and approaches of the Cubists and their influences and make connections with other artists who worked from still life.	Experimentation of materials and processes by experimenting with painting techniques, make their own still-life artwork and apply colour and tone to their still life art. – experiment with fragmented, splintered, overlapping and tilted space – forms reduced to mathematical shape.	Students to use sketch books to create basic title and artist research pages. Comment on similarities and differences between their own and others’ work; represent familiar objects; annotate creations and adapt and improve their work.	Children to learn about creating light and dark shades of a colour. They will then use these techniques to create their own artwork using different shade variations. Create large scale Cubist guitar piece of work.		Pupils explore their ideas and feelings about buildings. They investigate the work of architects, designers and sculptors. Looking at the artists Charles Fazzino, Hundertwasser, Brancusi and Moore.	They evolve designs for sculpture based on their studies and produce a sculpture of a building in clay or paper. Experiment with silhouette art and mosaic.	They record interesting features, such as doorways, arches, windows, porches and courtyards. Students will be able to discuss the artistic style of selected artists.	Students to create a personal response whilst realising their intentions. Create a sculpture, final piece, painting. print, that explores the visual and tactile impact of shape, form, space, pattern and texture found in buildings.
	Animating Art					Shared View					Recreating Landscapes			
Year 7	Pupils explore. paintings, films, cartoons, illustrations, digital images, photographs and images from contemporary visual culture. Students explore the Pop-artists Warhol, Dali and Lichtenstein.	Experimentation of materials and processes through painting. collage, mirrors. Exploring the elements of art, line, pattern, form, composition and shape.	Students to use sketch books to create basic title and artist research pages. Students are to comment on and evaluate their artwork. children describe what they think about various works of art, giving reasons for their choices.	Students to create individual teacher led final project piece inspired by the works of Dali, Lichtenstein, And Warhol. To design a Christmas card for the NHH Christmas card competition		Pupils analyse examples of work from different times and cultures where ideas, beliefs and values are shared and communicated through art, craft and design. Students explore traditional Aboriginal Art, Goldsworthy, Gaudi and Environmental Artists.	Students to develop understanding of 3-dimensional construction, observational drawing, mosaic making, using natural objects to make a sculpture, photographic piece of art.	Students to develop understanding of contrasting and complementary colours, 3-dimensional construction, observational drawing. Can students identify how artists conveyed meaning through symbolism, collect relevant information.	Students to create individual teacher led final project piece inspired by Aboriginal Art, environmental art, sculpture materials, and mosaic crafting.		Pupils explore landscapes as the starting point work. They collect visual and other information by researching different types of landscapes. and studying artists and craftspeople who use the environment as inspiration. Students explore Japanese artists, Banksy,	Experimentation of materials and processes through stained glass windows, graffiti, stencil art, origami, and using a variety of textile material and processes.	To use their sketchbooks to develop images into small-scale, detailed studies that emphasise particular qualities, e.g., line, pattern, texture, space.	Students to create individual teacher led final project piece inspired by the work of Matisse- stained glass windows, the stencil art of Banksy, origami paper craft and contemporary textile artists.

									Matisse, Chagall and textile artists.				
	Objects and Viewpoints					Change Your Style				Express Yourself			
Year 8	Pupils explore familiar objects from different viewpoints as the starting point for their work for a painting. Students explore the artists Kandinsky, Picasso, Caulfield and popular still-life artists.	Experimentation of materials, techniques and processes through observational drawings, screen printing painting, ink, line and pattern.	Students gain an understanding of how to use sketch books to record their views and ideas. Title page, artist research pages. Can children evaluate their finished artwork and state what they think and feel about it.	Students to create a personal response to the project exploring the theme of Objects and Viewpoints. To design a Christmas card for the NHH Christmas card competition	Pupils explore contemporary design and the ways in which artists take ideas from the work of others and synthesise these into new creative forms. Students investigate the influence of art from different cultures and traditions on fashion and design.	To experiment with different ways of using textiles to create effects. Experiment with painting and printing to gather ideas for use in their own t-shirt design, bag design, and cap design. Explore batik, t-shirt printing and applique.	Manipulate materials and processes and analyse outcomes. Can children evaluate which techniques worked well and give reasons for their ideas. Children to discuss and comment on their work and the work of others.	Students to present a personal response, realising intentions and making informed connections with the work of others, to communicate ideas and meanings in textile work.	Pupils explore their personal identity as a starting point for their work. Students explore the artists, cultures and genres of contemporary portrait photography, chuck close finger-print portraits, Picasso Cubism, cartoonists and the movement figures of artist Keith Haring.	They create images that reflect their ideas of themselves, working from observation, memory, and imagination. They develop skills using traditional materials and processes and have the opportunity to combine traditional and digital media.	Explore ideas and collect visual and other information on the theme of identity to help them develop their work; use their knowledge of materials and processes, to communicate ideas and feelings about their identity; compare and comment on ideas, methods and approaches used in their own and other people’s self-portrait work.	Students to create individual teacher led final project to create work based on their own identity, in response to the artist Close, Picasso, Portrait photographers and graffiti artist Keith Haring.	
	Art & Design ELC – Component 1: Portfolio				Art ELC – Component 1: Portfolio		ELC – Component 2: Exam project		Art & Design ELC – Component 2: Exam Project				
Year 9	Introduction to the ELC Art & Design qualification. Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding.	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. examples include: Line drawings in range of media and styles: Pencil, biro, pen, graphite, coloured pencils, markers, contour drawing etc.	Candidates use sketchbooks and a variety of surfaces on which to record their observations, ideas, feelings, and insights, they may work with a range of sizes and styles using a selection of media, techniques and materials.	Students to create a personal response whilst realising their intentions in textiles, sculpture, photoshop or painting on canvas. To design a Christmas card for the NHH Christmas card competition	Students are given the opportunity to finish Component 1: their Portfolio. Artist Research: Students must conduct an exploration of possible ideas by investigation into a style, genre or artist or culture, all based on their chosen project theme. As well as a collection of relevant sources, visuals, quotes, or research.	Students must show evidence of exploring and refining ideas through trial and experimentation in any appropriate media actively engaging in the creative process of art, craft and design. They are to develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products.	Students are introduced to the Externally Set Assignment. Question papers are issued to students. They may work with a range of media to realise their intentions. Examples: digital manipulation, or a variety of compositional ideas. Drawing onto photographic images., sculpture,	Students to create a personal response for their Portfolio project whilst realising their intentions in textiles, sculpture, photoshop or painting on canvas or other surfaces. Produce Final Piece for the portfolio.	Externally Set Assignment. 10 hours supervised time. Students are to select an artist who they wish to make a response to, investigate, research, practise working in their style. Find similar artists, photographers and crafts people.	A series of compositional variations. Experiment with colour and paint. Developments with mixed media. A series of print experiments from an original drawing or photograph. Monoprint, etc Candidates record and document their experiences in sketch books, and on a larger scale.	Students need to evidence their creative journey in their preparatory/exam work which should show the development, refinement and recording of ideas. They should annotate their work throughout explaining their intention, thoughts, feelings and ideas.	Students to create a personal response for Exam Project whilst realising their intentions in textiles, sculpture, photoshop or painting on canvas. Students build on their most successful piece of the term so far and take it off into a personal direction to create a summative piece or pieces	

							printing, photography.					attempting to realise their intentions.	
	Art & Design GCSE – Component 1: Portfolio					Art & Design GCSE – Component 1: Portfolio					Art & Design GCSE – Component 1: Portfolio		
Year 10 Art	Introduction to the GCSE Art & Design qualification. A project theme is chosen by the student. Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space and to manipulate and use own imagination.	Effectiveness of basic drawing skills and using painting and sculpture to develop and share their ideas. Candidates use sketchbooks and a variety of surfaces on which to record their observations, ideas, feelings, and insights, they may work with a range of sizes and styles using a selection of media, techniques and materials.	Students to create a personal response for Portfolio final pieces whilst realising their intentions in textiles, sculpture, photoshop or painting on canvas To design a Christmas card for the NHH Christmas card competition	Students are to continue with Component 1: their Portfolio. Artist Research: Students must conduct an exploration of possible ideas by investigation into a style, genre or artist or culture, all based on their chosen project theme. As well as a collection of relevant sources, visuals, quotes, or research.	Students must show evidence of exploring and refining ideas through trial and experimentation in any appropriate media actively engaging in the creative process of art, craft and design. They are to develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products.	Candidates use sketchbooks and a variety of surfaces on which to record their observations, ideas, feelings, and insights, they may work with a range of sizes and styles using a selection of media, techniques and materials.	Students to create a personal response for Portfolio whilst realising their intentions in textiles, sculpture, photoshop or painting on canvas.	Students will begin their 2 nd project for the Art & Design Course based on the Component 1: Portfolio. Students will be encouraged to develop creative, imaginative, and intuitive capabilities when exploring and making images, artefacts, and products. They will develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies, and culture.	When working on their 2 nd project students will be encouraged to develop critical understanding through investigative, analytical, experimental, practical, technical, and expressive skills. Students will acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.	Students will actively engage in the creative process of art, craft, and design to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. Children will develop and refine ideas and proposals, personal outcomes, or solutions with increasing independence. They will also develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students’ own work. They will develop an awareness of the different roles and individual work practices evident in the production of art, craft, and design in the creative and cultural industries.	Students to create a personal response for Portfolio in their 2 nd art project whilst realising their intentions in textiles, sculpture, photoshop or painting on canvas.	
	Photography GCSE – Component 1: Portfolio					Photography GCSE – Component 1: Portfolio					Photography GCSE – Component 1: Portfolio		
Year 10 Photography	Introduction to the GCSE Photography qualification. Project titles: Objects, Viewpoints & Landscapes project. Develop their ideas through investigations informed by contextual and	Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes. Candidates are introduced to a range of skills and techniques	Students are to focus on making observations and insights relevant to their intentions in visual and/or other forms. Learners are required to produce a portfolio of work that	Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realizing intentions and where appropriate making	Research ways in which artists, craftspeople and designers present ideas to an audience. An exploration of possible ideas by investigation into a style, genre or artist or culture.	Students are introduced to a range of skills and techniques through a series of taught sessions. They use trials and experiments to further refine and develop their ideas. Here are some examples of	Use sketchbooks and a variety of prepared surfaces on which to record their observations, ideas, feelings and insights. They may work with a range of sizes and styles using a	Continuing with their first GCSE project: Students are given the opportunity to fully engage with the theme - Objects, Viewpoints & Landscapes, Identity and make a	An idea, to conduct further research and study of relevant sources. Engage with additional sources to support the development, refinement and recording of further ideas	Provide opportunities for extension work for students who progress their ideas thoroughly and with pace. Encourage students to develop. Students explore visual	Explore other working methods and areas of study to those previously experienced. A collection of relevant sources. Visuals, quotes or research, Critical analysis, First impression, Factual description, Visual analysis. Written analysis. Biography.	A singular outcome into a “series”. An idea, by incorporating additional areas of camera or manipulation skills. Translate a singular outcome into a series of	

	other sources demonstrating analytical and cultural understanding.	through a series of taught sessions. These are to develop processes and techniques, digital photographic processes, lens-based and light-based media.	demonstrates a personal response to the set -theme, they will be directed in their tasks each lesson.	connections between visual, written, oral or other elements.		possible activities: consideration of the properties of materials, either singularly or in combination. The application of such factors as techniques. Alternative compositions and the effects of lighting. Possible ways of adjusting the visual qualities of a resulting image.	selection of media, techniques and materials. Some examples include diagrams which plan and prepare for lighting arrangement. Drawings that visualise the result of digital manipulation, or a variety of compositional ideas. Drawing into or onto photographic images.	personal response. Students extend their practical experiences in a photographic context as they respond to the project, which in its structure and content promotes engagement with and coverage of the four assessment objectives.	and possibilities	concepts such as abstraction, realism, distortion, surrealism, viewpoint, close-up, contrast and tone.		responses in a final piece.
	Art & Design GCSE – Component 1: Portfolio				Art & Design GCSE – Component 2: Externally Set Task				Art & Design GCSE – Component 2: Externally Set Task			
Year 11 Art	Students are given the opportunity to finish Component 1: their 2 nd project based on their Portfolio, focusing on artist research. Students must conduct an exploration of possible ideas by investigation into a style, genre or artist or culture, all based on their chosen project theme. As well as a collection of relevant sources, visuals, quotes, or research.	Students must show evidence of experimenting, exploring and refining ideas through trial and experimentation in any appropriate media actively engaging in the creative process of art, craft and design. They are to develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products.	Candidates use sketchbooks and a variety of surfaces on which to record their observations, ideas, feelings, and insights, they may work with a range of sizes and styles using a selection of media, techniques and materials.	Students to create a personal response for Portfolio projects whilst realising their intentions in textiles, sculpture, photoshop or painting on canvas. To design a Christmas card for the NHH Christmas card competition	Students are to continue with Component 1: their 2 nd project based on their Portfolio focusing on artist research. Students must conduct an exploration of possible ideas by investigation into a style, genre or artist or culture, all based on their chosen project theme. As well as a collection of relevant sources, visuals, quotes, or research.	Students must continue to show evidence of experimenting, exploring and refining ideas through trial and experimentation in any appropriate media actively engaging in the creative process of art, craft and design. They are to continue developing creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products.	Students are introduced to the Externally Set Assignment. Question papers are issued to students. They may work with a range media to realise their intentions. Examples: digital manipulation, or a variety of compositional ideas. Drawing onto photographic images., sculpture, printing, photography.	Students to create a personal response for Portfolio their 2 nd project whilst realising their intentions in textiles, sculpture, photoshop or painting on canvas or other surfaces. Produce Final Piece for the portfolio projects.	Externally Set Assignment. 10 hours supervised time. Students are to select an artist who they wish to work in response to, investigate, research, practise working in their chosen artist's style. Find similar artists, photographers and crafts people.	Students to create: A series of compositional variations. Experiment with colour and paint. Developments with mixed media. A series of print experiments from an original drawing or photograph. Monoprint, etc. Candidates record and document their experiences in sketch books, and on a larger scale.	Students need to evidence their creative journey in their preparatory/exam work which should show the development, refinement and recording of ideas. They should annotate their work throughout explaining their intention, thoughts, feelings and ideas.	Students to create a personal response for Exam Project whilst realising their intentions in textiles, sculpture, photoshop or painting on canvas. Students build on their most successful piece of the term so far and take it off into a personal direction to create a summative piece or pieces attempting to realise their intentions.

	Photography GCSE – Component 1: Portfolio				Photography GCSE – Component 2: Externally Set Task				Photography GCSE – Component 2: Externally Set Task			
Year 11 Photography	Students are given the opportunity to finish Component 1: their 2 nd project based on their Portfolio. Students must show evidence of developing knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures. Developing an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries. Developing an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work	Students to continue to develop processes and techniques, photographic development as well as digital photographic processes, lens-based and light-based media. They use trials and experiments to further refine and develop their ideas.	Students to consider an exploration of possible ideas by investigation into a style, genre or artist or culture. To focus on a collection of relevant sources, visuals, quotes, or research. Produce a critical analysis. Write about first impressions. Complete a factual description, a visual analysis and written analysis. Complete biography, with cultural context and key characteristics.	Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate making connections between visual, written, oral or other elements To design a Christmas card for the NHH Christmas card competition	Students are to continue with Component 1: their 2 nd project based on their Portfolio. Include artist research: Students must conduct an exploration of possible ideas by investigation into a style, genre or artist or culture, all based on their chosen project theme. As well as a collection of relevant sources, visuals, quotes, or research.	Use sketchbooks and a variety of prepared surfaces on which to record their observations, ideas, feelings and insights. They may work with a range of sizes and styles using a selection of media, techniques and materials. Some examples include diagrams which plan and prepare for lighting arrangements, drawings that visualise the result of digital manipulation, or a variety of compositional ideas. Drawing into or onto photographic images.	Students are introduced to the Externally Set Assignment. Question papers are issued to students. They may work with a range media to realise their intentions. Examples for experiments: digital manipulation, or a variety of compositional ideas. Drawing onto photographic images.	For the 2 nd project of the portfolio students are to present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate making connections between visual, written, oral or other elements	Externally Set Assignment. 10 hours supervised time. Students are to select an artist who they wish to make a response to, investigate, research, practise working in their style. Find similar artists, photographers and crafts people Externally set task work should be carefully selected and presented as part of the unit 2 exam submission showing an ability to sustain work from initial stating points to a realisation of intentions.	To develop processes and techniques, photographic development as well as digital photographic processes, lens-based and light-based media. Ideas for final piece. Prepare for 10 Hour exam.	Students need to evidence their creative journey in their preparatory/exam work which should show the development, refinement and recording of ideas. They should annotate their work throughout explaining their intention, thoughts, feelings and ideas. Candidates record from both primary and secondary sources using a range of techniques learnt in the taught programme. They can record their ideas, insights, and observations in a variety of ways. Samples, trails, test pieces, sketchbooks, mounted sheets and any appropriate digital format could be used to document the progress of their chosen project.	Maximum of 24 marks. Students must show evidence of a large-scale work or series of images that are taken into a personal direction to create a summative piece or pieces attempting to realise their intentions and coverage of the four assessment objectives Work is reviewed and refined to present a personal and meaningful response, demonstrating development of analytical and critical understanding throughout the assignment.